

THE DIFFERENCES OF VOCATIONAL EFFICIENCY IN COUNSELING INTERVIEW BETWEEN THE PSYCHOLOGICAL COUNSELORS IN ACCORDANCE TO THEIR THEORETICAL ORIENTATION

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ABSTRACT

The research aimed to know the differences in Vocational Qualification (Skills Counseling way) between the Psychological Counselors according to the differentiation the their theoretical Orientation. The sample of study is consisted of (200) Psychological counselor from both males and females in Holy Najaf in Iraq, and to achieve the goals of study the researcher started to build two measures the first one is the Theoretical orientation and Vocational Qualification (Counseling Skills). The study showed up the following results:

First: Starting Skill: There are Statistical denotation difference on the level (0.05) between the Counseling theories (Integrative, Psychological analysis, self, Rationality, Behaviorism) and without a theory for the benefit of counseling theories (Integration, Psychological analysis, self, Rationality, Behaviorism) of all sample, (Counseling Skills). The study showed up the following results

Second: Action Skill (Questioning)

Second 1: In the Questioning Skill, there are Statistical denotation difference on the level (0.05) between the Counseling theories (Integration, Psychological analysis, self, Rationality, Behaviorism) for the benefit of the two counseling theories (Behaviorism, Integration) to tally to the sample,

Third: Reaction Skill: (Feelings Reflection)

Third: 1 Reflection Skill: there are Statistical denotation difference on the level (0.05) between the Counseling theories (Integration, Psychological analysis, self, Rationality, Behaviorism) for the benefit of the two counseling theories (Behaviorism, Integration) totally to the sample,

Fourth: Reaction Skill: (Interpretation)

Fourth 1: Interpretation Skill: there are Statistical denotation difference on the level (0.05) between the Counseling theories (Integration, Psychological analysis, self, Rationality, Behavior) for the benefit of the two counseling theories (Psychological analysis, Integration) totally to the sample

KEYWORDS: Reflection Skill, Interpretation Skill, Starting Skill

INTRODUCTION

The Study's Problem

The Psychological counselor has a great role in achieving the educational goals in building and completing the

counselor personality, and in order to make this role active the psychological counselor should be qualified scientifically, Academically and trained technically and professionally. The Psychological counseling is a Science and an Art, and it is a science because it is based on theories and scientific origins, and Art for it using the strategies, Tactics and specific skills and techniques because the scientific rehabilitation and vocational training is an important part of any definition for psychological counseling, and the knowledge counseling theories and how to apply them by the counselor in the right way help to develop the counselor qualification specially about counseling skill development. The theory helps to identify the right route in the counseling process which leads to the success of counseling process and achieving the goals. The theoretical side plays an important role which is adopted by the psychological counselor to deduct by collecting the divided information in groups and gathered round the counselor, for example the psychological counselor that deals with counselor persons according to the psychological analytic approach, and will account all what happened to the counselor from problems, childhood early experience in his life that makes him focus on past too much. So the researcher noticed in counseling field while she is observing the counselor the miss some theoretical approach while doing their counseling work due to the most counselor were not qualified academically and scientifically or some counselor miss some knowledge in counseling theories or there are so mix between theories or the counselor have the knowledge theoretically but they can't apply them scientifically and practically in good way or some counselor have monocular or bilateral of counseling theories that cause a shortage in the counselor awareness, and prevent them to implement these theories in counseling techniques and skills in individual or group interview with counselor, in addition to the notes of the counselor on the Educational counseling sections. At the Educations directorates and Higher Education in holy Najaf they said they are not satisfied on the level of the Psychological counselor in the counseling fields and the work is not as required. The researcher initiated on some of the local results, and he found differences in its results, and some of studies referred to the activity of counselor going to negative side, and many studies referred to the turnout of counseling services didn't reach to what it required, and another studies referred to the necessary of providing the counseling services at the educational and higher education institutions, and as a result of differences in the previous point of view this study came to explore the differences indications between the psychological counselor in vocational qualification about counseling skills and at the counseling interview according to their adopted theoretical approaches. Interested with the most researches and studies in the counseling field with many sides of the counseling process, and didn't focus on the technical sides that are more specific and deep for that process specially about the theoretical approach an vocational qualification for psychological counselor.

The Importance of the Study

Theoretical Importance

- This study may participate in promotion of the psychological logical counseling level in our schools and Educational institutes by interesting in the theoretical approach and vocational efficiency and apply them in counseling The study concerns about knowing the theoretical approach and vocational qualification for psychological counselor due to the believe of researcher of the importance of this subject for its effect on the quality of education and learning products at the general schools.
- The interview importance in counseling mission.
- The importance of preparing the counselor scientifically which is not less than preparing them vocationally
- Although the large quantity of studies discussed the Vocational efficiency of the psychological counselor in

general, the researcher doesn't find any study that discuss the impact of theoretical approach in vocational efficiency at the scientific side according to her knowledge

- It was expected from the framework of theoretical study, and the results of the study of the results may give an advantage to the researchers to make new researches in that field.
- This study presents a scientific and practical benefit from all who worked on the psychological counseling field such as psychological counselor, students and learners.
- This study displays an important side in the scientific sides for the psychological counselor which are the theoretical approach and the Vocational efficiency and this study assures for its impact in vocational success, then drew the attention of counselor to deal with it in the right way.
- The importance of the theory that determine the route of psychological counselor work

The Application Importance for the Research

- The importance of this study located in the possibility of depending to know the theoretical approach impact for the counselor in developing the vocational efficiency.
- This study presents for the workers and professionals at the psychological counseling field two tools the first one measure the theoretical approach and the second is to measure the vocational process.
- This study focus on the Vocational efficiency and exclusive it with group of skills and main counseling techniques or the necessary for psychological logical counselor
- This study currently participate in providing the a necessary knowledge, and may be used by the pedagogic planners in drawing the educational policies to promote and gain good quality of educational services specially in the psychological logical counseling services

The Aims of the Research

First: the main goal is to recognize the differences between the psychological logical counselor in vocational efficiency (Counseling Skills) due to their Theoretical approaches, and from this goal many goals divaricated:

- Knowing the differences between the Psychological Counselor in starting skill due to the difference in their theoretical approaches
- Knowing the differences between the Psychological Counselor in asking questions skill due to the difference in their theoretical orientation.
- Knowing the differences between the Psychological Counselor in feeling reflection skill due to the difference in their theoretical orientation
- Knowing the differences between the Psychological Counselor in Interpretation skill due to the difference in their theoretical orientation

The Limits of the Research

The research limits by skill, Starting skill Question, skill, skill Feeling reflection, skill Interpretation and the

Psychological Counselor(females, males)in Governmental morning secondary Schools that included the Educational and Psychological Counseling in Holy Najaf Province for the Academic year 2013-2014.

Limitation of Terms: First-Counseling

Counseling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about variable through self-knowledge. Counseling is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through Meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems (McLeod, 2003: 76 -77)

The Researcher define it as procedurally as a Vocational Dynamic relation between the counselor and the counselor to help the counselor in solving his problems by using his techniques and skills in studying tool.

Second: The Vocational Efficiency Theoretically: dependability, ability and quality of performance.

The Researcher Define it Procedurally: The ability to do the work in the right way and as required in a perfect way, and this efficiency can be measured by the counseling skills that are practiced by the counselor during the counseling interview to achieve the counseling interview goals in the right way, and these skill and techniques are in the individual and group interview which are specified in the current fields study.

Third-The Theoretical Orientation: The counseling theories that used by the psychological counselor in the counseling process which are specified in the study tools.

The Previous Study

The researcher didn't find any previous study that discussed the study variables that support the truthiness of the researcher for the study subject due to the oversight of the previous study, and gave denotation for the study importance of the vocational efficiency and theoretical approach for the psychological counselor.

Hypotheses of the Study

According to the study problem and the theoretical frame that related in this field it could be present these hypotheses as following:

- There are no differences statistical significance on the significance level (0, 05) between the marks of psychological counselor in the Starting technique due to their theoretical orientation
- There are no differences statistical significance on the significance level (0, 05) between the marks of psychological counselor in the Questioning technique due to their theoretical orientation.
- There are no differences statistical significance on the significance level (0, 05) between the marks of psychological counselor in the Reflection technique due to their difference in theoretical orientation.
- There are no differences statistical significance on the significance level (0, 05) between the marks of psychological counselor in the Interpretation technique due to their difference in theoretical orientation.

First: Methodology of Research

The researcher used the descriptive Curriculum (casual comparative) that concerns to identify and describe the reasons of differences between the variables (theoretical approach, Vocational efficiency), and the range of impact of each variable on the other.

Second: Population and Sample of the Study

The Population of Study from All males, and females of counselors in educational office in Najaf, which it consists (500) males, and females of counselors, it be informed (300) females of counselor, (200) males of counselor

Table 1: The Study of Sample

Theoretical Orientation	N		Total Amount
	Female	Male	
Integrative	14	13	27
Psycho analytic	8	10	18
Self	19	7	26
Rationality	20	17	37
Behaviorism	24	9	33
Without theory	25	34	59
total amount	110	90	200

The number of sample individuals is 200(males, females) of counselor which is divided to 90 counselor of males that is 45% from the rate of the sample, and 110 of females that is %55 from the rate of the sample. The rate of the sample from the rate of community id %40, and the age of the sample in medium age equals 28 year, and with standard deviation (7,375) degree which is 90 counselor of females. Table 1 explained the character of sample

The Study Tools

First: The primary Data application, the psychological counselor mentioned in the gender type and the qualification type and the age and service period.

Second: The measure of Theoretical approach: To identify the level and the theoretical approach for the psych counselor, and because the rare of measures that discussed the theoretical orientation for the psychological counselor the researcher prepared it.

Second: 1-viewing the Educational and Psychological Art that related to the theoretical orientation for the psychological counselor.

Second: 2-Identify the dimensions of measure, and according to the theoretical frame work, and the researcher decided to build it by depending on five theories (Psychological analytic, self, Behaviorism, Rationality, Integrative), and then she planned to rephrase the phrases of each theory based on what the researcher has reached of the information about the counseling theories consisted of the following components (Concepts, Abnormal Psychological, the role of counselor in the counseling process, the methods that are used in the counseling mission). This measure includes in its primitive image on five branch measures that can be clarifies in the following table 2.

Table 2: Explains Numbers and the Number of the Articles to Measure the Theoretical Orientation

No	Theory	Numbers and the Number of Components					Total
		Concepts	Goals	Abnormal Psychological	The Role of Counselor in Counseling Mission	Methods that had Used	
1	Psychological analytic	1, 6	11	16	21	26	6
2	self	2, 7	12	17	22	27	6
3	Behaviorism	3, 8	13	18	23	28	6
4	Rationality	4, 9	14	19	24	29	6
5	Integrative	5, 10	15	20	25	30	6
	Total	10	5	5	5	5	30

Second: 3-Display the measure in its initial image on the trustees: The measure was displayed for many specialist trustees in psychology to identify the appropriate range of procedural definition for each measure of branch measures, and how the phrase is appropriate linguistically and how it is belong to the branch measure, and according to their notices some phrases have been amended linguistically.

Second: 4-The instruction of measure and prepare is the final Image: The researcher has chosen the exploratory sample randomly which is about 50 psychological counselor (male, female) to study the Alscomitric features for this measure, and recognize the procedures that should be amended to be a high efficiency measure and scientific precise to secure the safety of results that can be gotten in case of using it.

Second: 5-The method of correcting the measure: The correcting of each branch measure from the five measure done separately by giving one degree for each article answered by the screened individual (yes), and the questioned that answered by the screened individual (No) should be given zero. So the number of each phrases on each branch measure equals the total degree for the measure. The researcher suggested these levels to identify the degree of theoretical orientation from non for the psychological counselor through the following levels, and we want to indicate that the sample with no theory never mentioned in this measure, but it was elicited by the following method, and table 3 explains that:

Table 3: Levels of Theoretical Orientation Measure

Serial	Theory	Degree
1	Psychological analytic	3-6
2	self	3 - 6
3	Rationality	3 - 6
4	Behaviorism	3 - 6
5	Integrative	3 – 6
6	Without theory	Less than three

Second: 6-Validity and stability of trustees: The methods that have been used to measure the validity measure is:

Second-6-Validity and Stability of Measure

Second-6-a - Trustees Validity

To investigate about carrying the theoretical orientation measure of this feature, the researcher displayed the measure in its primitive image on many specialist trustees in psychological counseling, and to recognize their opinions in how belonging to the branch measures, and in accordance to that all the phrases kept as it is just some simple lingual amendments.

Second: 6-Construct Validity: This was checked by two methods 1- Validity by internal consistency:

The researcher was accounted the coefficients values between the degrees of each article and the total degree for the responses of study sample for each of branch measure, and it was clear that all the joining coefficient values of phrases of all measures was related with total amount of measure that is belonging in referenced level (0, 01), the range is between (0,812,0,478)

Internal Validity Harmony for Dimensions: This was accounted by the joints coefficients between measure dimension: This kind of validity means investigate the degree of representing the measure for theoretical hypothesis that was built based on that such as that measure is consisted of five independent branch measure, and to check the truth of this hypothesis the joining coefficients were counted for each measure of the theoretical orientation with other measures, and to explore the range of dimensions independence from others, table 4 explains that.

Table 4: The Matrix of Joining Coefficients between the Dimensions of Theoretical Orientation Measure

Dimensions	Psych Analytic Theory	Self Theory	Rational Theory	Behaviorism Theory	Integrative Theory
Psychological analysis theory	-	0,452	0367	0,543	0,439
Self theory	-	-	0,412	0,522	0,452
Rationality theory	-	-	-	0,3687	0,487
Behavior theory	-	-	-	-	0,376
Integrative theory	-	-	-	-	

It was clear that the independence measures from each other on the significance level less than (0, 01)

Second 7: Reliability

The Reliability: Measure values were counted to measure the theoretical orientation by the following methods:

Re- test: After the application of orientation measure on the exploratory individual sample, and after four weeks from the first application randomly some of the counselor have been chosen to apply the test again, and their number was (50) counselor (males, females), then the joining coefficients values were accounted between the degrees of the first application, and the degree of the second applications by using the joining coefficients values of Person, table 5 explains that:

Table 5: Reliability Coefficients of Branch Measures Values for Theoretical Orientation

Branch Dimension	Psychological Analytic	Self	Rationality	Behaviorism	Integrative	Sample as Total
Coefficient)re liability	0,798	0,833	0,709	0,789	0,843	0,790

It was clear from table 5 that all reliability coefficients in Retest method for branch measure for the sample as a whole is high with statistic significance on level less than (0,001), and the reliability coefficients between (0, 709) due to the distance of rationality theory and between (0,843) due to the distance of self theory.

Kuder-Richardson Equation

The Kuder Richardson theory was used H-R 20 to measure the reliability coefficients for each branch measure and for the sample as a whole, and in table 6 the reliability coefficients values appear by using Kuder and Richardson equation.

Table 6: The Reliability Coefficients Values Appear by Using Kuder and Richards on Equation for Each Measure of the Branch Measure of Theoretical Orientation for the Sample as a Whole

Branch Dimension	Reliability Coefficients	Significance Level
Psychological analytic thereby	0,779	0,001
Self theory	0,809	0,001
Rationality thereby	0,790	0,001
Behaviorism thereby	0,761	0,001
Integrative thereby	0,801	0,001
The sample as the whole	0,795	0,001

It's clear from table 6 that all the reliable coefficients values with statistic significance on level less than(0,001),and the highest reliable coefficient is (0,809) which is belong to self theory, and less joining coefficient is (0,761) which is belong to the behaviorism theory, and by displaying the results about the psychological metric features to measure the theoretical orientation, and we can say that the measure is characterized with validity coefficients and reliable which is high, and all that lead to use for the Educational counselor at the Iraqi Environment, and the attachment No:1 explains the final image.

Third-The Measure of Vocational Efficiency

Third: 1-Steps of Measure Construction

- a - The planning for the measure by identifying the fields conveyed by its articles
- b - Collect and frame all the fields. c-Appl the clauses on sample represents the Research community.

Third: 2-Validity and reliable measure references:

Third: 1-1: The planning to the measure by identifying the field that should be conveyed by its clauses Many measurements fields were identified according to previous studies revision that related with the subject, and the open exploratory questionnaire application on the research sample which is about (30) psychological counselor (males, females) in Holy Najaf, by that twelve skills to measure the vocational efficiency which is:

First: 1 - Starting Technique: The counselor is fully responsible in starting the good practice that support the relationship between the counselor and the counselor. The counselor during the starting stage tries to construct affinity and follow the right direction about the function and the role of counselor and sympathy with the counselor, and unconditional consider and acceptance by the counselor.

Second: Technique of Action that Includes:-Questioning: It's the starting tool for active listening, and the counselor uses the open question in addition to the. Clarification questions

Third- Feeling Reflections: The technique of Reflection is as a true mirror that the counselor reflects the feelings of the counselor and senses, and reflects his emotional expressions by his ability to see himself clearly, by it the emotional part will return from the message of the counselor.

Fourth: Interaction Technique Includes: 4 - Interpretation: Includes the understanding and deliver the meaning of issued message from the counselor, and forming the interpretation phrases. The counselor Provide the counselor with new trends and interpretations or behaviors.

Third:1-b:Collect and form the Articles for Each Field: The articles have been distributed on the 12th field that

mentioned before which is about, (7) articles for starting field, (7) articles for questioning field, (7) articles for reflection field, (6) articles for feedback field, field, (7) articles for interpretation field, (7) articles for closing field. The articles that measure the significance trend in negative or positive, it is total of terms of scale (35) items

Third:1-c: Apply the Articles on Sample Represents for Research Community: in order to do the statistical analysis for the articles, and find the Discrimination strengths and its internal harmony and exclusive the non Discrimination one, It have been chosen a sample from the psychological counselor from the research community about (150) counselor (female, male), and they have been chosen randomly with equal distribution according to the gender variable and the type of science qualification and the period of service.

Correct the Measure and Find the Total Degree: The application were all corrected based on 46 article, and the articles are divided to a positive and negative articles, and the positive articles have been given weights between (1-4), that (4) is the alternative degrees (high degree practice), and (3) degrees for medium practice, (2) degree for weak practice, and (1) degree for nonexistent degree, and the degrees reflected in case of negative articles. Since the number of measure articles is 49 article so the theoretical range for the measure degree is between (28-112), and the neutral degree (the arithmetic hypotheses) is (70) degree

Third: 2-1: Validity: In the current measure: three kinds of validity achieved:

a - Validity of Content

This kind of validity achieved by the rational analysis for the measure content, and identify it as a document for immanence's provisions (Allen & Yen 1979:45), and this kind of validity was achieved by the apparent validity by displaying measure articles on a group of trustees on its validity to measure the specialty that should be measured.

b - Validity of Construction

All the Data submitted to a coefficient analyses type the main axes, and the coefficients were unified by Screen test. (Ghild) referred to the possibility to use the criteria to identify the factor that submit to circulation, and after the factor circulation (varimax), and the results was divided as in the attach (4). The first factor (starting) was saturated in (7) articles while it was saturated by the second factor (questioning) (7) articles, articles by the third, (7) articles by the third factor (reflection 7) and (7) articles by the fourth factor (interpretation), If (0,03) is considered more significance factor as referred by (child, 1979:43-49) it means that the vocational efficiency fields all of it represent one phenomena, and it is identified among them to create the final response that decided by the individual for specific position, and attach (4) explains that.

Third-2-2 Reliability: The reliability was elicited in two methods:

Alpha Parameters for internal harmony: to account reliability in that way, 50 application have been chosen randomly, then Alpha equation was used to elicited the persistence for areas and reliability for measure as all, and table 7 explains that

Table 7: The Reliability Parameters by Using Alpha Parameter for Each Dimension of the Measure Dimension of Theoretical Trends and Sample as a Whole

Serial	Areas	Persistence Parameter	Significance Level	Serial	Areas	Persistence Parameter	Significance Level
1	Starting	0,489	0,001	3	interpretation	0,511	0,001

Table 7: Contd.,

2	Questioning	0,512	0,001	4	Reflection	0,498	0,001
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Table 7 explains that all values of reliability parameters in retest method for areas and sample as a whole is high with statistical significance level (0,001), and between (0,623) for the dimension area of silence and between (0, 422) for registration area.

2-Retest Method: After the application of vocational efficiency on the individual exploratory sample, and after four weeks from the first application randomly, it have been chosen some of the nominees to apply the test once again, and they are about (50) counselor (males, females), then all the joining parameters was counted between the degrees of the first application and the degrees of the second application by using Person parameters, and table 8 explains that.

Table 8: The Reliability Parameters by Using Retest Method for Each Dimension of the Measure Dimension of Theoretical Trends and Sample as a Whole

Serial	Areas	Persistence Parameter	Significance Level	Serial	Areas	Persistence Parameter	Significance Level
1	Starting	0,431	0,001	3	Reflection	0,457	0,001
2	Questioning	0,514	0,001	4	interpretation	0,466	0,001

Table 8 explains that all values of reliability parameters in retest method for areas and sample as a whole is high with statistical significance level (0,001), and between (0,514) for the dimension area of silence and between (0, 348) for registration area. So we reached for the final Image of measure as explained in Attach (5):

THE RESULTS OF THE STUDY AND DISCUSSIONS

The study results are displayed according to the study goals as following:

First: Knowing the differences in degrees between the Psychological Counselor in (Vocational efficiency) Counseling technique due to the difference in their theoretical approaches, and this goal is branched to

First: 1- Knowing the difference in Stating Technique according to theoretical orientation for psychological counselor by testing the following hypothesis: "there are no differences of statistical level on the significance level (0, 05) between the degrees of psychological counselor in Preparing skill due to theoretical orientation to achieve the goal, and the researcher used the monocular variance analysis, table 9 explains that:

Table 9: LSD Results between the Groups in Starting Skill

Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	576.418	4	144.105	28.819	.000
Within Groups	470.026	194	470.026		
Total	1046.444	198			

It's clear from table 9 that there are significance difference on the significance level (0, 05) between the degrees of psychological counselor in preparing skill according to the theoretical orientation, and to know the differences LSD was used, and table 10 explains that:

Table 10: LSD Results between the Groups in Starting Skill

Theory	Integrative	Psychological Analysis	Self Theory	Rationality	Behaviorism	With No Theory
Integrative theory		2,654*	1,850*	3,371*	2,329*	0,629

Table 10:Contd.,

Psychological Analysis theory			3,632*	2,734*	4,36*	0,772
Self theory				2,683*	4,409*	0.431
Rationality theory					3,452*	0,991
Behaviorism						0,433
With no theory						

It's clear from table 10 the following:

1-There are difference between the counseling theory (Integrative, Psychological analysis, self, Rationality, Behaviorism)and between (with no theory), in Starting theory for the benefit of (Integrative, Psychological analysis, self, Rationality, Behaviorism),with no differences between the counseling theories (Integrative, Psychological analysis, self, Rationality, Behaviorism) in preparing technique, and by that refuses the zero theory about the counseling theories (Integrative, Psychological analysis, self, Rationality, Behaviorism), and the zero hypothesis is accepted which is about with no theory. The results of research showed up for both goals the first one about Starting that displayed at the tables 9, (10). The psych counselor of all Counseling theories except those with no theory who care and practice Starting due that the counseling interview needs to prior preparation by the counselor including a precise planning and preparing, In this case (Zean) said that "the main job for starting stage is to motivate the motives for the counselor for positive and free participation, the bad practice to start with counseling interview may be cause the evasion the counselor from attending and never coming back to the counselor, and all that may be blowing up the goals of the counseling interview whether it was personal or for treatment"(Ivey, 2000:122-124).

The Results about the Third Branch Goal of Action Technique that Include the Technique (Questioning)

First-2: Knowing the difference in Questioning Technique according to theoretical orientation for psychological counselor by testing the following hypothesis:"there are no differences of statistical level on the significance level (0, 05) between the degrees of psychological counselor in Questioning technique due to theoretical orientation to achieve the goal, and the researcher used the monocular variance analysis, table 11 explains that:

Table 11: Shows the Statistical Significance for the Differences between the Counseling Theories in Questioning Technique

Variance Source	Sum of Squares	df	Mean Square	F	Sig
Between Groups	3836.128	4	959.032	18.212	.000
Within Groups	115.619	194	115.619		
Total	4988.747	198			

It's clear from table 11 that there are significance difference on the significance level (0, 05) between the degrees of psychological counselor in Questioning skill according to the theoretical orientation, and to know the differences LSD was used, and table 12 explains that:

Table 12: LSD Results between the Groups in Questioning Skill

Theory	Integrative	Psychological Analysis	Self	Rationality	Behaviorism	With no Theory
Integrative theory		4.569 *-	7,443*	5,441*	0,442	0,453
Psychological analysis theory			0,539	0,476	3,650*-	0,487

Table 12: Contd.,

Self theory				0,932	1,791 [*]	0,732
Rationality theory					3,901 [*]	0,516
Behaviorism theory						0,798
With no theory						

Table 12 Explains the Following

Significance level (0, 05) between the degrees of psychological counselor in Questioning skill due to theoretical orientation to achieve the goal:

1-There are difference between the counseling theory (Integrative, Psychological analysis, self, Rationality, Behaviorism) and between (with no theory), in Questioning theory for the benefit of counseling theories (Integrative, Behaviorism), with no differences between the counseling theories (Integrative, Psychological analysis, self, Rationality, with no theory) in questioning technique, and by that refuses the zero theory about the counseling theories (Integrative, Psychological analysis, self, Rationality, with no theory), and the zero hypothesis is accepted about with no theory.

The Results about the Third Branch Goal of Action Technique that Include the Techniques (Reflection)

First-4: Knowing the difference in Reflection Technique according to theoretical orientation for psychological counselor by testing the following hypothesis:"there are no differences of statistical level on the significance level (0, 05) between the degrees of psychological counselor in Reflection technique due to theoretical orientation to achieve the goal, and the researcher used the monocular variance analysis, table 13 explains that:

Table 13: Shows the Statistical Significance for the Differences between the Counseling Theories in Reflection Technique

Variance Source	Sum of Squares	df	Mean Square	F	Sig
Between Groups	1481.673	4	370.418	19.669	.000
Within Groups	877.741	194	877.741		
Total	2359.414	198			

It's clear from table 13 that there are significance difference on the significance level (0, 05) between the degrees of psychological counselor in Reflection technique according to the theoretical orientation, and to know the differences LSD was used, and table 14 explains that:

Table 14: LSD Results between the Groups in Reflection Skill

Theory	Integrative	Psychological Theory	Self Theory	Rationality Theory	Behaviorism Theory	With no Theory
Integrative theory		0,590	0,031	4,956 [*]	1,980 [*]	0,476
Psychological analysis			0,340	2,580 [*]	2,866 [*]	0,861
Self theory				3,629 [*]	4,110 [*]	0,370
Rationality theory					0,457	0,628
Behaviorism theory						0,629
With no theory						

Table 15 explains the following:

1-There are difference between the counseling theory (Integrative, Psychological analysis, self, Rationality, Behaviorism, with no theory), in Reflection theory for the benefit of Counseling theories(Rationality, Behaviorism, with no

theory), with no differences between the counseling theories(Integrative, Psychological analysis, self, Rationality, Behaviorism) in Reflection technique, and by that refuses the zero theory about the counseling theories (Rationality, Behaviorism, with no theory).We can explain that by showing the emotional ability of the counselor personality, then preserving the thoughts of the counselor and helping to see himself by recognizing on his feelings, senses and trends, and identify the positives and negatives behavior for the counselor, in addition to the counseling theories (psychological analysis, self) that match in their mechanism, concepts and content with this technique. This theory aims to assist the individual to build his personality. The counselor depends on using this technique to variable the behavior of the counselor by recognize the individual ability to evaluate his experience by let him to explain it and get the vision inside feelings and reflects the counselor ability to understand the emotional side from the counselor personality, and clarify the obscure feelings and face the contradiction between the emotional and Behaviorism sides at the counselor personality (Shertzer & Ston, 1974: 55-56). We notice that this technique belongs to the Reaction technique because it is a positive technique in its nature that the counselor responses to the counselor and he can sees himself in this technique. Because it reflects what he wants to hide between his phrases and behind his words from the internal referential without involving the counselor in that, and the counselor will focus on that (Patterson, 1986:144-146).

The Results about the Third Branch Goal of Reaction Techniques that Include (Interpretation)

First: 6: Knowing the difference between the psychological counselor degree in Interpretation Technique according to theoretical orientation by testing the following hypothesis:"there are no differences of statistical level on the significance level (0, 05) between the degrees of psychological counselor in Interpretation technique due to theoretical orientation to achieve the goal, and the researcher used the monocular variance analysis, table I5 explains that:

Table 15: Shows the Statistical Significance for the Differences between the Counseling Theories in Interpretation Technique

Variance Source	Sum of Squares	df	Mean Square	F	Sig
Between Groups	629.878	4	157.470	13.033	.000
Within Groups	113.758	194	113.758		
Total	175.636	198			

It's clear from table 15 that there are significance difference on the significance level (0,05) between the degrees of psychological counselor in Interpretation technique according to the theoretical orientation, and to know the differences LSD was used, and table 16 explains that:

Table 16: LSD Results between the Groups in Interpretation Technique

Theory	Integrative	Psych Analysis	Self	Mentality	Behaviorism	With no Theory
Integrative theory		0,209	2,31 I *	2,522 *	3,106 - *	0,890
Psychological Analysis theory			3,602 *	3,808 *	5,056 - *	0,582
Self theory				0,901	0,459	0,582
Mentality theory					0,411	0,835
Behaviorism theory						0,178
With no theory						

Table (16) explains the following: I-There are difference between the counseling theories (Integrative, Psychological analysis, self, Rationality, Behavior, with no theory), in Interpretation theory for the benefit of Counseling

theories (Integrative, Psychological analysis), with no differences between the counseling theories (self, Mentality, Behavior, with no theory) in Interpretation technique, and by that accept the zero theory about the counseling theories (Mentality, self, Behavior, with no theory), and refuses the zero hypothesis about the counseling theory (Integrative and psych analysis). The counselor that belongs to the psychological analysis focus on the emotive of the counselor and his behaviors by the counselor through the referential frame without any interference of the counselor due to the psychological counselor role in this technique to improve his existence at the counseling interview till he cast his visions and recognition at a glance about what he feels toward the counselor, and by using this technique the counselor will talk by the silence of the counselor (Fitch, Yalm 2009: 276-277) and both refer to the necessary of preservation while using this technique, because it may sweep away the counselor what have been expected from him, and his technique was inserted for its dialectic. (Corey, 2012:266-276) sees the importance of using this technique that helps the counselor to use a defense trick or helps to identify the symptoms that refer to his abnormal behavior. (Flores, 2008) the interpretation technique build a great part of referential self of the counselor which effect on his response to the counselor positively than the Restatement technique. The interpretation technique is used as a main technique in Psychological analysis methods such as the free collapse, dreams, resistant and presentation, and it is considered as the main support in psychological analysis orientation. (Nelson, 2011:199-200) sees that the self thereby by using Interpretation technique focus on the purpose of counselor behavior more than the reasons, and focus on his movements more than the its characters that makes him see himself as soon he sees the counselor in how to be familiar with life conditions that he lives with. In addition to that Interpretation technique needs to the counselor technique because he may fall in mistakes in explaining any emotion for the counselor or anything on his behave.

RECOMMENDATIONS

According to the research result, the researcher recommends the following: -The psychological counselor programs (before and during service) to do training on the counseling techniques and counseling theories, and should working on update and develop the counseling techniques according to the Universal quality in counseling. *Adding courses related to the counseling techniques for psychological counselor specialization and Psychology in intensive way.

*Making workshop and training courses for whom supervise the counselor work to rehabilitate them for supervision in a scientific and objective way on the counselor performance, and make assessment of the Holistic of counseling. *Benefit of study results in developing the employment criteria and implementation of psychological counselor, by giving the priority in assigning the psychological counselor and the pedagogical for who has an Academic qualification in health and psychological counseling, and they are qualified for counseling work in different field. *Enrichment the psychological counselor with activities and modern trainings in Counseling techniques application. *The psychological counselor should be developed vocationally, cognitively and in performance. *Interest in providing the scientific books and materials, and practical samples about the counseling techniques and how to apply them, and should be available in the hands of each counselor.*Necessity of interesting by Iraqi Universities to train the new students on the counseling techniques theoretically and scientifically with field practice for students inside the Institute.

SUGGESTIONS

*-Making studies about theoretical orientation relationship for the psychological counselor of his efficiency by the

students and supervisors. *- Making studies a differences study in Vocational efficiency between the psychological counselor according to another variables for example gender and experience of counselor *.- Making a study deals with other counseling techniques different from the one that have been discussed currently. * Making study deals with counseling theories different from the one that have been discussed currently. *-Make studies the differences of Vocational Efficiency in Counseling interview between the Psychological counselors in accordance to their theoretical Orientation another skills

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